



MHIS300

Making History Work

S2 Day 2019

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

(39cp at 100 level or above including 3cp in HIST or MHIS units at 300 level) or (3cp in HIST or MHIS units at 300 level and (6cp in HIST or MHIS or POL units at 200 level including 3cp in HIST or MHIS units at 200 level))

Corequisites

Co-badged status

Unit description

The capstone unit is the pinnacle of a major in Modern History. It brings together the knowledge, skills and capabilities students gain across the program and helps prepare them for the next stage of their careers. What does a Modern history graduate bring to the workplace? How can the skills gained be transferred? How do students/graduates define themselves in a work sense? How has the major fitted them for future employment? With these questions in mind students undertake activities, collaboratively and individually, to reflect on their historical literacy and where it can take them.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University

Synthesise and integrate knowledge from multiple topic areas

Extend analytical and critical thinking

Understand what historical literacy is

Build and consolidate communication skills (written, oral and interpersonal)

Work independently and collaboratively to solve problems and find creative solutions

General Assessment Information

All assessments for this unit are clearly defined and instructions laid out in iLearn. Please consult the iLearn homepage, taking the time to scroll through it, paying particular attention to the section dedicated to 'assessment'.

Late Submission Policy

Unless a special consideration request has been lodged and approved, (a) a penalty for lateness will apply - two (2) marks out of 100 will be deducted per day for assignments submitted after the due date - and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Individual debate thesis</u>	40%	No	Friday, 27th September, midnight
<u>Debating/Presentation</u>	30%	No	Weeks 11 and 12
<u>Reflection</u>	20%	No	Friday, 15th November, midnight
<u>Active Collaboration</u>	10%	No	Assessed across the semester

Individual debate thesis

Due: **Friday, 27th September, midnight**

Weighting: **40%**

Students construct a written response/argument to a debate topic (this will be explained in class and online). The topics will be distributed in week 2 of semester. It will be a critical essay, setting out an argument either in the affirmative or negative which draws on at least three historical or historiographical examples to illustrate the argument. These might be drawn from topics and/or themes you have covered across the course of your major in Modern History or from themes and ideas we cover in this unit.

Length: 2500 words

Submission: via turnitin

On successful completion you will be able to:

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
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- Extend analytical and critical thinking
- Understand what historical literacy is

- Build and consolidate communication skills (written, oral and interpersonal)
- Work independently and collaboratively to solve problems and find creative solutions

Debating/Presentation

Due: **Weeks 11 and 12**

Weighting: **30%**

In weeks 11 and 12 day students will participate in a 'debating cup', repurposing the individual thesis for a 6-8 minute oral presentation in a debate-like setting.

Day Students:

Using the individual debate thesis students will be required to do an oral presentation in a debate-like setting. The topics for these are broad and a key requirement of the task is that students have to think about the question/topic in an historical way. There must be an historical dimension to the debate/presentations and this figures in the rubric for this exercise.

Where groups don't divide evenly into 6, another method will be used known as Jigsaw which is a commensurate activity/assessment requiring students to engage in similar ways to debaters. Where this eventuates there will be discussion and explanation in the first weeks of the semester. There will also be specific instructions around this assessment task on iLearn.

In weeks 11 and 12 there will be a debating/presenting cup where, individually and as part of groups, students will present their arguments for their prescribed topics in oral form.

The unit convenor will chair and moderate these and there will be time across the semester to work in class on this assessment task.

External Students:

All external students will participate in a similar activity and upload their presentations using VoiceThread, a learning tool where students can create, share, comment on and upload images, powerpoint presentations, vidoes, audio files and documents using microphone, webcam, text, phone and audio-file upload.

This is a very user-friendly tool for online learning and there will be lots of instructions and assistance in iLearn.

On successful completion you will be able to:

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
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- Understand what historical literacy is
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- Work independently and collaboratively to solve problems and find creative solutions

Reflection

Due: **Friday, 15th November, midnight**

Weighting: **20%**

Students will write a reflective piece of writing about their Modern History journey from the perspective of skills. In particular, they will be required to articulate what historical literacy is and how historical thinking has shaped their view of the world.

Wordlength: 800 words

Submission: via turnitin

On successful completion you will be able to:

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Extend analytical and critical thinking
- Understand what historical literacy is

Active Collaboration

Due: **Assessed across the semester**

Weighting: **10%**

Students will be assessed on their active participation and collaboration in all aspects of the unit across the semester. The following criteria will apply:

- Respectful collaboration with peers in all group tasks (co-operation, listening, effective communication, sharing and empathy)
- Effective communication (participation and contribution to all class discussions and collaboration with peers, respect, consideration)
- Engagement (participating in and engaging with the unit overall, the content, the discussions and all the activities)
- Presence (attendance, preparedness, focus, curiosity, generosity, contributions)

On successful completion you will be able to:

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Understand what historical literacy is
- Build and consolidate communication skills (written, oral and interpersonal)
- Work independently and collaboratively to solve problems and find creative solutions

Delivery and Resources

This unit consists of a weekly 2 hour seminar. These are held on the following days:

Monday 10-12 (12 Second Way, Rm 315)

Thursday 12-2 (4 Western Avenue, Rm 221)

The unit is supported by a comprehensive iLearn space which is the face of interaction between convenors and students. It is important that students have access to reliable internet connection. It is also important that you frequently open iLearn and check out the site to keep up to speed with weekly readings and activities and to keep informed about any changes or additional instructions or information from week to week.

Day Students:

All day students will attend one or the other of these seminars. Each week students read, discuss and undertake a range of activities around particular themes related to historical thinking and historical literacy. Each week has its own tab on the iLearn homepage and is organised as title, short blurb, compulsory readings, activities and questions. The aim of these seminars is to provide a deeper comprehension and understanding of historical literacy and skills.

External Students:

All external students will be required to participate in the online discussion forum each week. As your virtual classroom this is where you will discuss and undertake the same activities as day students around particular themes related to historical thinking and historical literacy, keeping up as we move through each week's tab on iLearn.

Compulsory Readings:

All students are required to do the compulsory readings every week in preparation for class and online discussion. These will be found in the Leganto link on iLearn.

Unit Schedule

Week	Topic
1	Introduction
2	What is History and Does it Matter?
3	What is Historical Knowledge?
4	Historical Literacy: Asking Questions
5	Historical Literacy: Critical Thinking
6	Historical Literacy: Historical Imagination
7	Historical Literacy: Historical Judgement
8	History and Policy

9	Consuming History
10	Mapping group debates and presentations
11	Debate Cup
12	Debate Cup
13	Review and Reflection

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Synthesise and integrate knowledge from multiple topic areas
- Work independently and collaboratively to solve problems and find creative solutions

Assessment tasks

- Individual debate thesis
- Debating/Presentation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Understand what historical literacy is
- Build and consolidate communication skills (written, oral and interpersonal)

Assessment tasks

- Debating/Presentation
- Active Collaboration

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Understand what historical literacy is

Assessment tasks

- Individual debate thesis
- Debating/Presentation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Understand what historical literacy is

Assessment tasks

- Individual debate thesis
- Debating/Presentation
- Reflection

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Reflect on and articulate discipline specific skills and graduate capabilities and their potential application beyond University
- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking

- Understand what historical literacy is

Assessment tasks

- Individual debate thesis
- Debating/Presentation
- Reflection

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Synthesise and integrate knowledge from multiple topic areas
- Extend analytical and critical thinking
- Understand what historical literacy is
- Work independently and collaboratively to solve problems and find creative solutions

Assessment tasks

- Individual debate thesis
- Debating/Presentation
- Reflection

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Build and consolidate communication skills (written, oral and interpersonal)
- Work independently and collaboratively to solve problems and find creative solutions

Assessment tasks

- Individual debate thesis

- Debating/Presentation
- Active Collaboration

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Build and consolidate communication skills (written, oral and interpersonal)
- Work independently and collaboratively to solve problems and find creative solutions

Assessment tasks

- Reflection
- Active Collaboration

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Build and consolidate communication skills (written, oral and interpersonal)
- Work independently and collaboratively to solve problems and find creative solutions

Assessment tasks

- Debating/Presentation
- Reflection
- Active Collaboration